DOCUMENT RESUME

ED 152 672 95 SO 010 832

AUTHOR Azzouz, Azzedine, Comp.; And Others
TITLE Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 1, 1976.
INSTITUTION Agence Tunisienne de Public Relations, Tunis (Tunisia).
SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO TT-76-55094/1
PUB DATE 76
NOTE 87p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see ED 148 708

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Adult Education; Agricultural Education; *Annotated Bibliographies; *Comparative Education; Developing Nations; *Educational Philosophy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; Resource Materials; Special Education; Teaching Methods; Vocational Education
IDENTIFIERS *Africa (North); Algeria; Libya; Maghreb Countries; Morocco; Tunisia

ABSTRACT

Ninety English-language annotations of newspaper articles and government publications about education in five north African countries are contained in this bibliography. Drawing from materials published during the early months of 1976, the bibliography examines all aspects of education in those countries. Organized by country, the bibliography describes material relating to philosophy and theory of education; educational organization at various levels from primary through higher and vocational education; religious education; teacher training; and special problems. Lists of authors and periodical sources conclude the document. (AV)

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Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 10, No. 1, 1976.

Compiled for the Office of Education
U.S. Department of Health, Education and Welfare
and the National Science Foundation, Washington, D.C.
by the Agence Tunisienne de Public-Relations,
6, Rue de Hollande, Tunis, TUNISIA.

SO 010 832

IT 76-55094/1

Prepared for

THE OFFICE OF EDUCATION
U.S. DEPARTMENT OF HEALTH, EDUCATION
AND WELFARE

and

THE NATIONAL SCIENCE FOUNDATION,
WASHINGTON, D.C.

by the

AGENCE TUNISIENNE DE PUBLIC-RELATIONS

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PREFACE

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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I. ALGERIA

Philosophy and Theory of Education

1. Enseignement: des résultats à améliorer (Education: Results which should be improved). El-Moudjahid, January 16, 1976, p. 9.

Algeria, says the article, accords an important part of her budget to education and training. The efforts made by the public authorities starting with the country's independence have given satisfactory results, although weaknesses are still to be found here and there. At the same time the authorities have had to build schools, train teachers, and renovate, reform, and finally totally recast the country's educational system.

More than two million children were enrolled in school this year, a figure which bears witness to the results of the efforts made.

Educational organization

2. "M. Benmahmoud inaugure plusieurs réalisations scolaires dans la Wilaya de Blida" (Mr. Benmahmoud inaugurates several school achievements in the Wilaya of Blida). El Moudjahid, January 14, 1976, p. 2.

The article speaks of an inspection and work tour made by the minister of primary and secondary education in the Wilaya of Blida.

Among other things, he inaugurated a lycee which will be able to accomodate one thousand two hundred students, in 25 classes and five laboratories. He also inaugurated two "colleges d'enseignement moyen" (technical training schools) of six hundred places each.

3. "Coopération algéro-malienne. Séance de travail au Ministère de l'Enseignement Supérieur" (Algerian-Malian cooperation. A work session at the Ministry of Higher Education). El Moudjahid, January 20, 1976, p. 2.

The article refers to a work session during which the Algerian and Malian ministers of education and their collaborators discussed questions concerning bilateral cooperation in the field of education.

4. "Arrêté du 5 décembre 1975 portant création d'un concours national" (Decree of December 5, 1976, creating a national competition). Journal Officiel de la République Algérienne. December 23, 1976, p. 116.

This is the text of a bill prepared by the minister of primary and secondary education creating a single national competition for the students of public secondary schools.

The aims of the competition are to contribute to the improvement of the students' work by creating a climate of healthy emulation in the schools; to discover and encourage students' gifts and talents; to make possible an objective evaluation of the educational system; to facilitate the selection of students who might be qualified to participate in international competitions; and to recompense the efforts of the best students.

5. "M. Abdallah Fadhel visite de nombreuses installations destinées à la jeunesse" (Mr. Abdallah Fadhel visits numerous installations designed for youth). El Moudjahid, February 22-23, 1976, p. 4.

This article reports on a visit made by the minister of youth and sports to certain areas of Algeria, where he laid the cornerstones for a Youth Center and a Socialist Village of the Agrarian Revolution. He also visited the various stadiums of the city and a specialized center for reeducation of minors. This center has, at present, 70 young people, and a complementary project for its extension has already been drawn up. The project includes the building of a new structure capable of housing 100 boarding students.

6. "L'enseignement dans la Wilaya de Tebessa. Un effort continu" (Education in the Wilaya of Tebessa. A sustained effort). El Moudjahid, March 3, 1976, p. 7.

Since Tebessa was raised to the level of a Wilaya chief town, changes have been made in various public sectors, and education seems to be following the same pattern of improvement.

There are 1030 teachers teaching courses for 43,649 students.

According to the education director, 40 pedagogical classes opened their doors this year to nearly 2000 students. While the number may appear large, much remains to be done to reach the percentage of school attendance desired. Two hundred and fifty new teachers have recently been recruited.

7. "Ouargla. Un institut de formation d'enseignants" (Ouargla. An institute for teacher training). El Moudjahid, March 6, 1976, p. 7.

The education figures in this area bear witness to the great progress that has been made. For a better understanding of these figures, it should be recalled that the southern part of the country had almost no educational structures before independence.

Between 1966 and 1976, 277 classes, 3 primary boarding schools for nomad children, and 146 dwellings, as well as a secondary vocational training school, have been created. At Ouargla there is an institute of educational technology capable of handling 300 students, 300 of whom are boarders. In 1968-69 there were some 66,278 students, while in 1974-75 the figure had risen to 129,000, or an increase from a rate of 48% to one of 73% for a potential school enrollment which was, at the last date mentioned, estimated at 169,800 children. In addition, during the 1974-75 school year, 24,330 students have benefitted from the meals furnished by eight school lunchrooms.

8. "Mitidja 76. Bou-Ismail." El Moudjahid, March 24, 1976, p. 2.

With 11,000 students enrolled in the schools, the commune of Bou-Ismail has no problem of teacher or classroom shortages. However, in order to meet the needs of future school years, a particular effort involving the construction of 15 classrooms and 25 dwellings has been approved by the local authorities. The major aim, however, is to set up schools in rural zones, so that the students will no longer be obliged to travel long distances to attend school.

Educational organization - Vocational education

9. "Ain-Deheb (Tiaret)." El Moudjahid, March 17, 1976, p. 6.

Technical education in this region has improved considerably; it is provided through four classes opened in the primary school buildings. Since the need for a technical institution has become evident, a secondary technical school is planned for the commune. Nonetheless the rate of school enrollment in primary schools remains inadequate, because of the absence of most female children, and because of the distance separating it from the populations living in scattered and steppe zones. To raise this enrollment level, a primary boarding school is required. This would avoid setting up a large number of single-class schools, a situation which has been noted in certain regions, and which usually leads in the end to non-functional classes and to a diminishing rather than an increasing school attendance. A primary boarding school of 20 classes and 20 boarding places would make it possible to take care of children who cannot at the moment attend schools because of their distance from their homes.

Educational organization - Higher education

10. "Décret portant création du diplôme de licencié en langues et littératures arabes et organisant le régime des études" (Decree creating the diploma of Bachelor of Arabic Language and Literature, and organizing the course of study). Journal Officiel de la République Algérienne, January 2, 1976, pp. 3 & 4.

This decree defines the creation of the degree, the length of the program, the various courses of study, and the qualifications required of the candidates.

11. "Décret portant création de l'institut des télécommunications" (Decree creating the institute of telecommunications). Journal Officiel de la République Algérienne, January 6, 1976, pp. 11-12.

On the basis of a report submitted by the Minister of Higher Education and Scientific Research and by the Minister of Posts and Telecommunications, a bill has been drawn up for the creation of an Institute of Telecommunications Technology and Electronics. This will be a public establishment of an administrative nature, endowed with a civil personality and with financial autonomy. It will fall under the Ministry of Higher Education and Scientific Research, and will be located in Oran.

The institute's aim is the professional training of engineers and technicians in the fields of telecommunications and electronics, and it may also provide further training and training for staff members already working in these fields.

12. "Enseignement supérieur et recherche scientifique. M. Benyahia à Oran pour des visites d'inspection et de travail" (Higher education and scientific research. Mr. Benyahia in Oran for visits of inspection and work). El Moudjahid, January 6, 1975.

The article reports on visits paid by the minister of higher education and scientific research in Oran to the Higher National School for Polytechnic Education and to the Oran university of sciences and technology and the institute of medical sciences.

13. "M. Benyahia sur le terrain de la future université de Annaba (9000 étudiants)" [Mr. Benyahia on the land of the future university of Annaba (9000 students)]. El Moudjahid, Jaguary 22, 1976, p. 2.

The minister of higher education and scientific research, accompanied by a delegation from his ministry, visited Annaba within the framework of a visit of work and inspection.

At the university of Annaba, he was met by the staff and by numerous students. He examined the situation of the students and of the teaching staff, and then stopped in the various laboratories of the establishment.

The ministerial delegation then devoted the afternoon to visiting the land on which the future university is to be built.

14. "Réunion interministérielle consacrée aux stages des étudiants dans les unités de production industrielle" (Interministerial meeting devoted to the students' training periods in the units of industrial production). El Moudjahid, January 24, 1976, p. 3.

This meeting was devoted to specifying the organization of these training programs. In particular, the respective roles of the universities and the industrial firms were emphasized, both with respect to defining the content of the programs as a function of the pedagogical and scientific aims, and concerning the ways in which the students can be integrated into the industriel firms. Also discussed was the way in which the students will evaluate the results of their programs.

13. Journal Officiel de la République Algérienne, January, 30, 1976, p. 131.

This issue of the official gazette gives the texts of decrees of December 19, 1975, setting the length of studies for the diplomas of specialized medical studies in neurology, pneumo-phthysiology, social medicine, physiology and pathological anatomy.
The studies for all these specialized diplomas will require six semesters.

13. "Arreté du 18 Novembre 1975 portant création d'un institut de sciences politiques et de l'information au sein de l'Université d'Alger" (Decree of November 18, 1975, creating an institute of political sciences and information in the University of Algiers). Journal Officiel de la République Algérienne,,January 30, 1976, p. 131.

The institute created by this bill will include a department of international politics and relations, a department of political and administrative organizational sciences, and a department of informational sciences.

17. "Enseignement et recherche scientifique. Le lien avec la pratique politique" (Education and scientific research The link with political practice). El Moudjahid, February 6, 1976, p. 3.

The work done by the commission responsible for studying "education and scientific research" has made it possible for the participants in the First Congress of Third World Economists to make concrete proposals, through an analysis of the present content of the instruction and research in their respective countries.

Various speeches made by the participants first called into question the concept of present-day economic research and of the instruction given in most of the Third World countries.

The structures inherited from the colonial period have been denounced as not permitting the training of skilled workers capable of promoting an authentic policy of development.

18. "Enseignement supérieur et recherche scientifique. 1523 nouveaux diplomés dont 639 médecins en Janvier 1976. Les étudiants se tournent vers la science et la technologie" (Higher education and scientific research. 1523 new degree-holders, including 639 doctors, in January 1976. The students are turning towards science and technology). El Moudjahid, February 22-23, 1976, p. 2.

During a press conference, the minister of higher education and scientific research reported on the activites of his department during the first half of 1976. After reviewing the efforts made by the Ministry of Higher Education and Scientific Research since the application of the educational reform, the minister enumerated the aims of the new educational reorganization which has been made in the light of the country's needs. He emphasized the necessity for setting up the bases of a university which would be deeply and actively involved in the development process, a tool for training. The university has also, he added, been given the mission of producing, as economically as possible, as large a number as possible of qualified personnel.

19. "Décret portant création de la post-graduation et organisation de la première post-graduation" (Decret first post-graduate session). Journal Officiel de la République Algérienne, March 5, 1976, p. 217.

A post-graduate school has been organized within the university. The list of diplomas acceptable for admission to post-graduate studies is fixed by a decree of the Ministry of Higher Education and Scientific Research.

The aim of post-graduate studies is the training of highly skilled personnel for higher education, research, and other sectors of national activity.

The post-graduate training must fulfill the aims of national planning with respect to higher education and scientific research.

The first post-graduate level will lead to the diploma of "magister," and the second will lead to a doctorate in sciences, the organization of which will be defined at a later date.

20. "Décret du 20 février 1976 modifiant et complétant le décret du 21 Août 1974 portant organisation des études en vue du diplôme de docteur vétérinaire" (Decree of February 20, 1976, modifying and completing the decree of August 21, 1974, organizing studies with a view to the diploma of veterinary doctor). Journal Officiel de la République Algérienne, March 5, 1976, p. 218.

The text of this bill defines the conditions for admission to veterinary medical studies.

21. "Une université à Tlemcen pour 10,000 étudiants" (A university in Tlemcen for 10,000 students). El Moudjahid, March 21-22, 1976, p. 4.

The article reports on a meeting, presided over by Ahmed Laidi, the Wali, in the presence of a delegation from the Ministry of Higher Education and Scientific Research, to study the next school year at the university center, and to discuss the setting up of the future university at Tlemcen. This university will house 10,000 students.

22. "Coopération Algéro-Soviétique" (Algerian-Soviet cooperation). El Moudjahid, March 28-29, 1976, p. 2.

A contract has been signed between the Ministry of Higher Education and Scientific Research and the Soviet Union for the creation of an institute of industrial chemistry and an institute of applied mathematics. Some 1,320 specialists will be trained in this institute, 820 of them as engineers and 700 for the higher technician sections.

The agreement signed is an indication of the deepening of cooperation between Algeria and the Soviet Union.

Special education

23. "Santé publique. Réunion sur la réforme de l'enseignement para-médical" (Public health. Meeting on the reform of paramedical education). El Moudjahid, January 24, 1976, p. 3.

At the end of a work meeting concerning the reform of paramedical education, held at the National Institute of Public Health of El-Mahania, the participants presented a report containing, among other things, a reform project. The plan adopted is divided into three broad headings: the aims of the reform, the means for realizing them, and the actual content.

Teacher training

24. "Une méthode de formation des enseignants" (A method for training teachers). El Moudjahid, February 27, 1976; p. 9.

"Micro-education" is a method of training and research which tends, in a progressive and simplified manner, to facilitate the acquisition of knowledge and the development of the aptitudes which are recognized as useful in the exercise of a given activity.

Applied to the training or further training of teachers, it consists, after information and preparation, in using a series of lessons or test sequences. From the standpoints of duration, number of students and content these lessons or sequences are reduced. The aim is an objective and constructive evaluation, proceeding, from one test to another, to the adjustments which are seen as necessary.

Applied to research, in connection with teacher training, it makes it possible to carry out more minute analyses or experiments, through a precise choice of aims and a flexible dosage of the factors or means used.

Teaching methods and aids

25. "Accords d'échanges signés à Alger" (Agreements for exchanges signed in Algiers). El Moudjahid, January 4-5, 1976.

Agreements have been signed in Algiers within the framework of the creation of an Arab Center for Pedagogical Means in Kuweit, with a capital of 362,000 dollars, and of two centers for further training to the benefit of the adult literacy and education programs in the Arab world. The first of these, for the Maghreb countries, will be set up in Libya. These were among the decisions taken at the Fourth General Conference of the Arab Organization for Education and Culture held recently in Cairo.

Religious education

26. "M. Mouloud Kassim inaugure l'Ecole Nationale de Formation des Cadres du Culte. Un enseignement diversifié pour revivifier l'enseignement théologique" (Mr. Mouloud Kassim inaugurates the National School for the Training of Religious Personnel. A diversified education to revive theological education). El Moudjahid, January 17, 1976, p. 2.

This article describes the inauguration of the National School for the Training of Religious Staff, in Meftah, and the opening of the first seminar for imams, which was attended by imams from 31 wilayats of the country.

27. "Enseignement originel et affaires religieuses" (Religious education and religious affairs). El Moudjahid, February 11, 1976, p. 2.

Mouloud Kassim, the minister of religious education and affairs, presided over the opening of a cycle of further training for directors and heads of establishments of religious instruction and religious affairs in the different wilayats.

This cycle was to last one week, and the agenda included the application of texts concerning deconcentration, in the light of a decree creating departments of religious instruction and affairs in the wilayats, as well as the preparation of the 1976-77 academic year.

In a speech given on this occasion, Mr. Kassim emphasized, among other things, the coordination of the efforts of the regional directors with those of the ministry. He also requested that the participants collaborate closely with the local authorities in the specific fields of its directions, and in the various fields of national activity.

LIBYA

Philosophy and theory of education

28. "All opinions are calling for a revolution in education." El Fajr El Jedid, February 9, 1976, p. 3.

A survey conducted by this newspaper has brought to light the following opinions.

The school should become an extension of the factories and the farms, in order to be able to transform these.

School days should be divided between the school, the workshop and the farm. The hiatus between theory and practice should be abolished, and the student should, in all the stages of his schooling, live the values of work through the exercise of workshop and farm activity.

A need is felt for stories, songs and children's games which glorify the worker and implant in the new generation a respect for work. The hero of production is the model of success in the Libyan society.

29. "The war on illiteracy." El Fajr El Jedid, February, 16, 1976, p. 3.

Colonialism, under-development and illiteracy are a destructive trio for the peoples of developing countries.

All educated people, says the article's author, should be mobilized to combat the Libyan's people's third enemy — illiteracy. The motto adopted should be "every educated person should instruct an illiterate." The proportion of illiterates is 26% among men and 53% among women, and the path to be covered remains long.

The armed forces, the police, teachers and civil servants have undertaken the battle on illiteracy, but it is a battle of the people. It must be pursued until 1982, the year in which Libya should have conquered illiteracy and in which she will celebrate the acquisition of literacy by the last illiterate.

30. "The Minister of Education emphasizes the necessity of creating the bases of a revolutionary departure in education." Al Jihad, March 30, 1976, p. 2.

The Higher Council for Education and Instruction held a meeting at the Ministry of the Plan and of Scientific Research, presided over by Dr. Mohamed Ahmed Cherif, Minister of Education and Instruction, who emphasized in a speech the importance accorded by the September Revolution to education. He also spoke of the responsibilities of the council for the preparation and creation of scientific and practical pedagogical methods, and emphasized the necessity of revolutionizing education with a view to making it a tool for the success of the development plan.

Educational organization

31. "Creation of a nursery for the children of working women." El Fajr El Jedid, January 12, 1976, p. 3.

At Benghazi, the teachers' syndicate has participated in the creation of a nursery with a view to stabilizing women, especially teaching women, in their work. The experiment began with two children, and has now reached 170.

The nursery is directed by a staff of 36, responsible for supervising and instructing the children.
Because of the wide age range of the children, each age group benefits from special care:

The first age group is from 1 month to 1 year old; the second, from 1 to 2 years; the third, from 2 to 3 years; the fourth, from 3 to 5 years.

The nursery is running up against certain material problems, in that its resources are only the revenues of its services, which are not sufficient to cover the salaries of the staff and the expenditures of the nursery.

32. "Decisions of the General People's Congress." El Fajr El Jedid, January 25, 1976, p. 3.

The decisions made concern the following:
1. The orientation of education.
2. Technological progress, the aim of the Revolution.
3. The creation of human resources as a means to attaining this aim.

The revolutionary government is devoting 470 millions dinars for projects in the educational sector in the 1976-1980 five-year plan. It is creating 9,031 primary classes, 3,917 technical classes, 1,248 secondary classes. Simple calculations from these figures show the number of students in all these classes, and make it possible to state that at the end of the plan, in 1980, the Libyan people will have trained enormous human resources, which it will orient toward technical and university studies, depending on the country's needs for constructing a modern state.

33. "Credits for the plan for economic development. 470 million dinars for education 1976-1980." El Fajr El Jedid, January 26, 1976, p. 4.

The figures for the break-down of these educational credits are as follows:

1. Primary education.....	27,000,000
2. Technical education.....	8,000,000
3. Secondary education.....	5,000,000
4. Vocational education.....	3,300,000
5. Normal schools.....	3,000,000
6. University of Tripoli	30,890,000
7. University of Benghazi.....	2,110,000
8. Services connected with education.....	2,100,000
9. Missions of Higher Studies	3,000,000
10. Combatting illiteracy.....	500,000
11. Archeology.....	100,000
12. Modifications of existing schools.....	3,000,000
13. Apprenticeship requirements for household production.....	300,000
14. Requirements for school buildings.....	300,000

34. "Election of a parents' bureau." El Fajr El Jedid, January 27, 1976, p. 2.

The public association of the Council of the Affairs of the Students and Teachers of the "Victory" Secondary Technical School for Girls, held its annual assembly in the school theater.

At the beginning of the meeting a report was read concerning the activity of the Parents' Council. The financial report was also read.

One of the members of the teaching staff presented, in the name of the administration, her thanks to the members of the past year's council for the efforts it had made for the girls attending the school. In the elections, five parents and five members of the school were elected.

35. "Education in Derna." El Fajr El Jedid, January 28, 1976, p. 2

The article reports on a meeting of the Educational Services inspector with the directors of schools under his inspection in this region.

During the meeting, the inspector spoke of the way in which the problems the school faces should be solved.

He recommended modifying the methods of teaching, and choosing the qualified staff capable of promoting the educational programs to bring them up to the level required.

At the end of the meeting there was a general discussion concerning educational questions.

Educational organization - Vocational education

36. Manzaleoui, Ahmed. "What is happening in the vocational training centers?" El Fajr El Jedid, February 3, 1976, p. 3.

During the present five-year plan, the accelerated vocational training centers will graduate 25,000 students, and the number of such centers will rise to 116. However, a national policy of vocational training must be drawn up, and this policy must be integrated into the plan for economic and social development. The aspects of the planning require that this integration be a special operation, that the coordination of the various organisms be directed by a single central service, and that a strategic framework of at least 15 years be found for vocational training programs.

37. Younes, Mabrouk. "Vocational training centers . . . But they are crowded by young people." El Fajr El Jedid, February 3, 1976, p. 3.

The author points out that at present Libya has two technical lycees, one in Janzour and one in Baida, each capable of holding 450 students.

Industrial centers are being built in Benghazi and Tripoli.

An attempt is made to send young people for training programs in foreign countries, and apprenticeship programs are organized within industrial firms. The students of the second and third years of secondary school benefit from training periods in the factories.

Technical instruction has been put under the Ministry of Industry instead of the Ministry of Education, so that it may more suitably meet the industries' needs.

38. "Young people reveal the secret of their alienation from technical education." El Fajr El Jedid, February 24, 1976, p. 3.

Young people have declared to this newspaper that they are innocent of the laziness and lack of seriousness with which they are taxed. The secret behind this attitude lies with the attitude of the families, which are wary of the idea of manual labor. Parents incite their children to go to the university, and to avoid technical education. Young people criticize the failure of the organs of information of the Ministry of Education, which do not inform the public concerning manual work, training institutions, and the future of the graduates. Young people are also calling for a revolution in the teaching proper, pointing out that technical instruction should be given at all stages of schooling.

39. "120 students at the Institute for Posts and Telecommunications of Al Bayda." El Jihad, March 3, 1976, p.2.

This institute was opened in March 1976. It is attended by 120 students, who are given training in all the technical fields related to telecommunications. The studies last two years. English language instruction is organized for the first six months. The institute will also be attended in addition by 100 students from all the post offices of the republic, who will be given training in all postal operations.

Educational organization - Higher education

40. Al Jihad, January 4, 1976, p.2.

The University of Benghazi has consistently grown during recent years. In 1975, the total number of students reached 7,672; 2,708 of these attended the Faculty of Letters, 1,548 the Faculty of Economic Sciences and Commerce, 1,616 the Faculty of Law, 398 the Faculty of Medicine, and 919 followed studies in Arabic literature and Islamic studies.

There are now 203 university teachers, including 60 Libyans and 143 assistants. The university also has 191 teachers who are completing their studies abroad.

41. Al Jihad, January 25, 1976, pp. 1 & 7.

In 1975-76, the University of Tripoli was attended by 4,730 students, 390 of them women. There were 933 non-Libyan students, including 342 women. The president of the People's Committee of the University of Tripoli has stated that the number of students at the university has quadrupled this year in comparison with the situtuation before the revolution. In 1968-69, there were 1,154 students.
The break-down of attendance by faculty during the 1975-76 academic year is as follows:
Sciences: 830; Engineering: 1,051; education: 1,354; agriculture: 732; petroleum engineering: 423; medicine: 358; pharmacy: 62.

42. "350 students at the higher normal school," Al Jihad, March 24, 1976, p. 4.

In consideration of the capital importance of the practical aspect in education, 350 students from various sections of the higher normal school of Tripoli have begun to teach in the various secondary schools of Tripoli with the assistance of 70 university processors. This experiment consists in sending the students to teach with a view to acquiring practical experience. The service of pedagogical and psychological studies has prepared an opinion poll in which it is recommended that attention be paid to all proposals aimed at reforming education in the direction of a paralleling of theoretical instruction and practical experience.

Adult education

43. "Training period for female teaching assistants."
Es Fajr El Jedid, February 11, 1976, p. 2.

The Service for Combatting Illiteracy and for Adult Education, under the Ministry of Education, organized a training program for assistants, completing the series of functional women's education programs. It was to be attended by 160 women from the different sections of the educational services throughout the republic, with a view to initiating them into the use of the instruments and tools of functional education for adult women. The program was organized in application of the recommendations of the General Peoples' Congress aimed at functional instruction and apprenticeship for women.

44. "A seminar on vocational training for adults."
Al Jihad, February 22, 1976, p. 2.

A seminar on adult vocational training was held at the girls' lycee of Benghazi, attended by 43 teachers. They were given practical lessons in the use mastery of sewing and embroidering machines, and were also given basic information in adult psychology and in pedagogical methods.

Special education

45. Al Jihad, January 11, 1976, pp. 1 & 7.

A law has been passed creating and organizing the Faculty of Police, designed to train competent personnel in this field.

This faculty is to be directed by a council called the Council of the Faculty of Police, and it will fall under the Ministry of the Interior.

The law sets the duration of the studies at two years; the program includes legal and technical studies, special studies concerning the police, and studies in administration and general culture. The students are also to be given sessions in sports and military training. The government will take upon itself all the costs of these programs.

46. Al Jihad, January 22, 1976, p. 4.

What, asks the article, is an illiterate? What has the Libyan government done to combat illiteracy? To reply, the newspaper has called upon the expert Hassen Chabka, of the Inter-Arab Organization for Education and Culture of the Arab League.

An illiterate, as defined in 1964, is one who has not reached the level of the fourth grade, and who is between 10 and 15 years of age.

The Libyan government has prepared two plans, one under the three-year plan until 1978, and the second up to 1980, with a view to eliminating illiteracy once and for all.

47. "Social services rendered to the population." El Fajr El Jedid, January 26, 1975, p. 2.

Within the framework of specialized education, there are three nurseries, in Tripoli, Benghazi and Mesrata, which handle 314 children.

There are plans for the creation of five centers responsible for the education and orientation of young people and of delinquents, and of centers for the handicapped.

The revolution is also said to be according interest to emigrants returning to Libya, who numbered 1,720 in 1975.

The expenditures for these projects amount to 63 thousand dinars for expenses of repatriation of these emigrants, and especially of their children, for whom there are specialized teachers who teach them the Arabic language.

There are also plans to create children's clubs in Benghazi and Tripoli, where the children from crowded neighborhoods can pursue recreational activities.

48. "The school for the deaf and dumb." Al Jihad, February 20, 1976, p. 5.

This school, which has been in operation for four years, was opened to provide deaf and dumb children with an education aimed at allowing them to develop their intellectual faculties and to reintegrate themselves into society. The school program lasts eight years. There are three years of education for the acquisition of language, then five years in which the education is the same as that given to all other primary school children. The Arabic alphabet, which is composed of 28 letters, is divided into three sections. The children are taught 9 letters in the first year, 12 in the second, and 7 in the third. It is difficult for the children to learn these letters, and the classes must be small. The exercise is very difficult, both for the students and for their teacher. Nonetheless the school has graduated its first class, and in addition to the normal education, there are plans to provide the children with certain elementary aspects of religion and of civic and national education.

Agricultural education

49. "The agricultural lycee at Sebha." El Fajr El Jedid, March 21, 1976, p. 3.

The article reports on the opening of an agricultural lycee, built rapidly with the help of prefabricated elements.

There are 39 students, 38 of them boarders. The condition for admission is the certificate of primary school studies. The lycee gives a four-year program, at the end of which the students have received training in agricultural techniques and may be assigned as agricultural controllers, agricultural popularizing agents or directors of farms, agricultural factories, chicken farms or stock farms.

Each student of the lycee is given a grant of 12 dinars, as well as free school supplies.

Religious education

30. "Students from Muslim countries study the Arabic language and Islamic precepts at the Muslim Faculty." El Fajr El Jadid, January 3, 1973, p. 3.

This faculty is a university institution, under the patronage of the Association of Muslim Missionaries, set up in 1972 to spread the precepts of Islam throughout the world. The institution opened in 1974 in the aim of training missionaries for all Islamic countries, capable of teaching the precepts of Islam and of fighting actions destructive of the religion. The faculty also teaches Islamic history. The candidates for admission must be Muslims, they must be under 30 years of age, and they must hold the baccalaureate or an equivalent diploma from a theological or other school; they must be capable of assuming the responsibility for a mission, and must be in good health. Priority is given to those who know the Koran by heart, and to those who speak a foreign language. The studies last four years, and the graduates have a degree roughly equivalent to a master's degree in Islamic mission work.

31. "Why is religious education in regression?" Al Jihad, February 8, 1976, p. 3.

Libya is a Muslim country; religious education is essential, and is an expression of the nation's personality and history. The study of the Koran and of the Koranic precepts is a vital necessity for the country. Recently, however, religious education has taken an enormous backward step. Previously, there were Koranic schools throughout the country. Now there are no more than 180 schools and 23 lycees, attended by 19,373 students, taught by 789 teachers. The figure is by far inadequate, which explains the following difficulties:

- a duality in the direction of the schools;
- an administrative burdensomeness with respect to the recruitment of teachers;
- a delay in the planned flexibility of the programs;
- a lack of moral and material encouragement for the students of these schools;
- a duality in the educational system.

Special problems

52. "Academic failure: significance, cause and remedies." Al-Jihad, March 17, 1976, p. 4.

This question is of interest to all, parents, educators and psychologists, and requires considerable efforts for the students benefit at school, at home and in the street. There are various interpretations of the problem.

- Some see it as an inability on the part of the students to understand certain ideas, and thus as a problem of mental or intellectual inadequacy.

- Others refute this idea, arguing that certain students are brilliant in some subjects and fail in others. They say, therefore, that those who fail cannot be called incapable.

The causes of failure lie in the family environment, in the school environment, and in the teachers' behavior, says the article.

MOROCCO

Philosophy and theory of education

33. "La stratégie de l'enseignement ne doit pas être fondée sur les réformes superficielles mais sur un changement radical opéré dans un esprit révolutionnaire" (Educational strategy must be based not on superficial reforms but on a radical change made in a revolutionary spirit). L'Opinion, February 14, 1976, p. 1.

Mr. Mohamed Belcachir, a professor at the Faculty of Letters and president of the Moroccan national committee of UNESCO, indicates in this article first that education, whose problems are a source of concern both to the industrialized world and to the Third World, has become a recognized social right for all. He then specifies that education is in need of radical change. If the industrialized countries, be they capitalistic or socialistic, have solved the problem of universalizing education, they are now trying to adapt their educational systems to their economic and social requirements. The under-developed countries, and among them Morocco, are still battling with problems that the industrialized world solved many years ago.

34. "Les loisirs: un élément déterminant dans l'ensemble socio-éducatif" (Leisure: a determinant problem in the socio-educational picture). L'Opinion, March 28, 1976, p. 7.

At the level of the social group, says the article, the school is one of the most effective socio-educational instruments, being virtually unique.

Nonetheless the role of this institution will fail in its task if it represents no more than source of academic and scholastic instruction.

Today the school is called upon to play many roles — this is required by the times. It cannot limit its vocation to the pure accumulation of "scientific," theoretical and sterile knowledge.

Modern psycho-sociology thus defines a child's day as a composite of three complementary and interdependent parts. The child devotes eight hours of his day to classes, and a second eight hours are devoted to leisure.

Educational organization - Vocational education

35. "Conseil d'administration de l'Office de la formation professionnelle et de la promotion du travail" (Board of directors of the Bureau for Vocational Training and the Promotion of Work). L'Opinion, January 24, 1976, p. 7.

In a speech opening this meeting, the Minister of Labor and of Social Affairs emphasized the role played by the bureau in Morocco's economic development in general, and in the vital sector of labor in particular.

"The aim we are seeking," he added, "is for vocational training to become, thanks to the bureau, one of the most important elements in the process of development of our national economy, by reinforcing cooperation with the productive sectors and by preparing programs capable of raising the professional level of the workers."

Educational organization - Higher education

56. "Construction d'un complexe universitaire à Marrakech" (Construction of a university complex in Marrakesh). L'Opinion, February 16, 1976, p.7.

The general secretary of the Ministry of Higher Education, accompanied by his close collaborators, presided over a work session in Marrakesh devoted to the project for building a university complex in the capital of the south.

During this work meeting decisions were taken concerning the methods of execution of the construction work for this complex.

Adult education

57. "Communiqué de la faculté des lettres" (A report from the faculty of letters). L'Opinion, January 2, 1976, p. 4.

The faculty of letters and humanities proposes organizing free courses for adults starting in January 1976. Open to both foreigners and Moroccans, the courses will be held in the evenings and will cover the following fields:

1. Translation (Arabic-French and French-Arabic).
2. Literary Arabic.
3. German, Italian and Russian.
4. Latin.

Special education

58. "Poterie et céramiques ou lorsque la terre prend vie" (Pottery and ceramics, or when the earth comes to life). L'Opinion, January 3, 1976, p. 6.

This article gives an idea of the place of pottery and ceramics in the program for handicrafts training and promotion (taken from the report on the seminar of Safi).

The country has spent 135 million dinars to set up a ceramics research center in Rabat (35 million) and a center for apprenticeship in ceramics in Fez (60 million).

59. "250,000 enfants débiles au Maroc" (250,000 mentally retarded children in Morocco). L'Opinion, February 16, 1976, p. 6.

During 1974, contacts were made with the different ministerial departments concerned (work and social affairs, health, national assistance and handicrafts) with a view to creating legislation for mentally handicapped children and adolescents, to training specialized Moroccan staff, and to assigning psychiatrists, pediatricians and teachers to the appropriate centers. Another goal is that special sections be opened in the schools for vocational training for mentally retarded adolescents.

Teacher training

60. "Centres pédagogiques régionaux" (Regional pedagogical centers). L'Opinion, March 31, 1976, p. 6.

In 1970, the colloquium of Ifrane closed the doors of the Higher Normal School to those holding only the baccalaureate degree. Henceforth, only those with the equivalent of a bachelor's degree can enroll there, to follow a one-year program of pedagogical training.

On the other hand, regional pedagogical centers have been created to train teachers for the first cycle. These candidates are accepted with the baccalaureate. Science students are admitted automatically, while students of letters must pass an aptitude test. The program lasts two years.

Teaching methods and aids

61. "Programme de la radio-télévision scolaire, 1er trimestre 1976" (School radio-television program, first quarter 1976). L'Opinion, January 7, 1976, p. 6.

This article gives the school radio-television program for the second semester of the 1975-76 school year. The programs are broadcast on the national channel at 6.30 p.m.

January:
The "awakening" disciplines in primary education.
Physical education.
Further training in mathematics.

February:
Further French instruction.
Initiation to modern math.

March:
Initiation to modern math.
Geography.
Further French instruction.

62. "Pour une réforme de l'enseignement; l'enseignement français" (For a reform of education; French teaching). L'Opinion, January 13, 1976, p. 1.

Instruction in French, and in modern languages in general, says the author, is desirable.

Defined by official instructions as a foreign language, French has not, however, become completely detached from the traditional attitude by vertue of which it was taught as a second official language.

It is proving urgent that modern languages be taught as a function of the real needs of Moroccan society and that new language instruction be created in conformity with the spirit of the school programs required by the present national situation.

Special problems

63. "L'enseignement au Sahara" (Education in the Sahara). L'Opinion, February 10, 1976 p. 7.

Formely, education in the Sahara was purely and simply governed by the Spanish. All subjects were taught in Spanish, and the children know Arabic only to the extent that they learned it when small, from the Koran.

Young baccalaureate-holders were sent to Spain for higher studies, and returned in very small numbers.

64. "Par courtoisie envers nos facultés" (As a matter of courtesy to our faculties). L'Opinion, February 11, 1976, p. 7.

A correspondent of the newspaper reports on the difficulties he has had, as a non-baccalaureate holder, in obtaining information concerning the possibilities of his presenting himself for the entrence examinations for the faculty of law of the university, and praises an organization which provides explanations and documents for those in similar cases.

65. "Les jeunes et le vide culturel à Mohammedia" (Young people and the cultural vacuum at Mohammedia). L'Opinion, March 31, 1976, p. 7.

The lack of cultural activities in Mohammedia is a source of concern to both the young and the older people of the city.

To fill this need, the local authorities have created a small municipal library, but it has been reserved exclusively for the girls attending the lycee.

TUNISIA

Philosophy and theory of education

66. "Livres: Un essai arabe de pédagogie libre" (Books: An Arabic experiment in free pedagogy). La Presse, January 7, 1976, p. 3.

The article reviews a book recently published by the "Maison Arabe du Livre," written by a teaching assistant at the Faculty of Letters of Tripoli.

The problems discussed in this work, says the author of the article, seem outdated to a Tunisian pedagogue, since Tunisia long ago faced the problem of the free, creative, active method of instruction and of the exercise of pedagogy.

National education in Tunisia has viewed the problem from the standpoint of two situations:

First, the reaction, following independence, against a theological education which had become ritual, fixed, excessively scholastic and insufficiently fruitful.

Second, the French-language training of the Tunisian teachers, including among others the followers of Fenelon, Rousseau, and more recently Frenet.

67. "Orienter les jeunes vers les sections qui répondent aux impératifs du développement national" (Orienting young people towards the sections which meet the requirements of national development). La Presse, February 7, 1976, p. 4.

In speech given in Gabes on the occasion of a work meeting of several members of the government and the national authorities, Hedi Nouira, the Prime Minister, emphasized that while industrial expansion rests without a doubt on investments, it is also dependent upon the available competent personnel.

In comparison with other countries, he said, Tunisia lacks neither qualified labor nor technicians, but at the level of middle-level personnel Tunisia is suffering from a considerable shortage. To train such personnel, the country must convince young people that manual work is not degrading, and thereby compensate for the imbalance that exists among the different branches of education.

68. "M. Zghal: promouvoir l'enseignement dans les zones rurales" (Mr. Zghal: promoting education in rural areas). L'Action, February 8, 1976, p. 3.

Mr. Hedi Zghal, State Secretary of education, presided over a popular meeting in Sahline.

In reply to questions raised by those attending, Mr. Zghal indicated that the new reform of secondary education will try to rectify the imbalance which exists between the numbers of students in the "letters" and the technical sections. The reform is aimed at technical education.

The state secretary stated that the Ministry of Education has, this year, devoted 500,000 dinars for building schools and 500,000 dinars for building houses for teachers in remote regions. He added that the next economic plan will devote important sums to schools in rural regions.

Educational organization

69. "Système éducatif en Tunisie" (The educational system in Tunisia). Ministry of Education, January 1976, 24 pp.

Just after independence, the Tunisian government, in the aim of providing the largest possible number with an education which would be both national and modern, subjected the educational system to a thorough reexamination, and reorganization. The reform of 1958 and the new orientation of 1968 gave the country an education which, while it remained opened onto the modern world, remained nonetheless authentically Tunisian, i.e. suited both to the national character and the Arabic-Muslim civilization, and to the country's economic requirements in skilled personnel.

This policy is reflected in the large part of the national budget — some 30% — reserved for education.

70. "Institut Bourguiba des langues vivantes" (The Bourguiba Institute of living languages). Journal Officiel de la République Tunisienne. January 2-6, 1976, p. 15.

Decree no. 76-10 of January 5, 1976, sets the mission, the capacities and the organization of the instruction dispensed at the Bourguiba Institute.

The institute is a language-teaching establishment connected with the University of Tunis. Its aims are using practical methods, to teach foreign languages to citizens of the country, and Arabic to both Tunisians and foreigners; to organize a course of study for interpretation and translation, with a view to training conference interpreters and parliamentary translators; to participate in linguistic and pedagogical research, in cultural exchanges, and in all works related to the instruction defined in the first two points.

71. "Former en fonction des besoins" (Training as a function of needs). L'Action, February 14, 1976, p. 2.

An interministerial committee presided over by Hedi Nouira, Prime Minister, met to study two important questions: the organization of the new 1976 university year, and the possibility of creating "technicums," within the framework of a training which would be more closely linked to the needs of the economy.

The technicums are establishments of short higher education oriented directly towards a profession. The short cycles (two or three years) reserve a relatively limited part to theoretical education, and the diploma received upon completion of the courses of study is that of a higher technician, equivalent to the title of assistant engineer.

Educational organization - Primary education

72. "The smallest school" Essabah, January 2, 1976, p. 15.

The smallest school in the city of Beja is the "Saidi" school, composed of only four classes. There are 48 children in each class, and their academic results are exemplary. The rates of success in the secondary school entrance examinations are invariably over 40%; in 1973 the percentage was 70%, and in 1975, 50%.

This fact has gained the school letters of thanks and encouragement. The success is attributed to the teaching staff and to the great care taken with the children.

Educational organization - Secondary education

73. Seddik, Youssef. "La philosophie, enseignement et idéologie" (Philosophy, teaching and ideology). La Presse, February 14, 1976, p. 4.

The article reports on an interesting debate sponsored by the Club Abul Kacem Chebbi on the subject of the "Arabization" of philosophy.

Mr. Abdelwahab Bouhdiba gave a summary of the reform of philosophy in the secondary schools, and also enumerated the main achievements, summarized as follows:

Teaching philosophy in Arabic by no means signifies a withdrawal into the obscure centuries, a regression, nor does it mean that only Ibn Sina, Ibn Rushd or Ibn Khaldoun will be taught.

Arabizing does not mean translating, but making philosophy accessible to the Arabic-speaking child.

The education is unified by this measure, and there will therefore be a single teacher for each class, and a single language, Arabic.

The content too is unified under the reform.

74. "Tribune libre à Sfax sur la réforme du baccalauréat". (Free discussion in Sfax on the reform of the baccalaureate). L'Action, February 13, 1976, p. 3.

The students of the finishing classes of secondary school attended a free discussion bearing on the reforms made in the baccalaureate examination, and on the future prospects for students completing their secondary school studies.

The governor of Sfax, who presided over the discussion, emphasized the efforts made by the government in the field of education since the country attained her independence. He pointed out, in this connection, that the education budget rose from 8.5 million dinars in 1956 to 96 million dinars for 1976. The number of children enrolled in the primary schools in the same period rose from 276,000 to 866,000, while the figures for secondary school enrollments went from 21,000 in 1956 to 179,000 in 1976.

Educational organization - Vocational education

75. "Jumelage des lycées techniques de Kasserine et de Lille" (Twinning of the technical lycees of Kasserine and Lille). L'Action, February 7, 1976, p. 4.

The technical lycee of Kasserine has been twinned with that of the city of Lille in France. The ceremony celebrating this event was held at the technical lycee of Kasserine in the presence of a delegation of French teachers and several regional and local authorities.

The principal of the technical lycee of Lille expressed his admiration for the efforts made by Tunisia in the field of education.

76. "Une formation professionnelle puis un emploi" (Vocational training, then a job). La Presse, February 21, 1976, p. 2.

The Ministry of Social Affairs, conscious of the danger threatening young people who have left school, has set up institutions and programs whose role is to orient young people, furnish them a means of acquiring a speciality, and find them a place in the working world.

The Bureau for the Orientation of Young People and for First Employment, commonly called the "Work exchange," is one such institution, responsible for handling a large number of these "failing" young people.

For those under eighteen, the bureau finds a position of vocational training, an apprenticeship. They are trained on the job in firms.

Those who have left secondary schools are sent to adult vocational training centers, where they can specialize in various fields such as cold engineering, mechanics, carpentry, etc.

77. "La démocratie de l'enseignement" (The democracy of education). L'Action, February 22, 1976, p. 3.

In a speech given before a free discussion at the "Maison du Peuple" of Carthage, Fouad M'bazaa, a member of the political bureau and Minister of Youth and Sports, pointed out that the government, after independence, chose to make education democratic. Despite the problems inherent in this choice, the party is determined to adhere to this principle.

He indicated that the government continues to attach the greatest importance to vocational training for young people, through increasing the number of training centers, and by ensuring that those graduating from them find jobs.

Educational organization - Higher education

78. "Report from the Administrative Committee of the General Union of Tunisian Students." Essabah, January 15, 1976, p. 2.

Following the meeting of the administrative committee of the union on January 10, 11 and 12, the following communiqué was published:

The administrative committee of the UGET meeting in an ordinary assembly

- considers that the students are mobilized to support and reinforce socialism, achieve social justice and defend the attainments of the people;

- confirms the renewed and continued mission of the UGET;

- tries to furnish students with an appropriate civic training;

- notes the action and the efforts made by the administrative committee with a view to gathering militants around a common work base.

79. "Inscription annuelle aux cours du C.A.P.A." (Annual enrollment for the courses of the C.A.P.A.). L'Action, January 30, 1976, p. 3.

The annual enrollment for the courses leading to the Certificate of Aptitude for the Profession of Lawyer for the university year 1975-76 is discussed in this article, which gives the conditions for application.

80. "Réunion d'information de la cellule professionnelle de l'enseignement supérieur" (Information meeting of the professional cell of higher education). L'Action, February, 3, 1976, p. 3.

The professional cell of higher education held a general informational meeting devoted to examining the situation in the universities.

With respect to the situation in the faculties, the discussions gave rise to the following conclusions:

1. The rapid evolution of higher education in recent years is of such a nature as to engender problems of an organizational type.

2. The increase in the number of candidates for higher education requires that this education be organized in such a way as to be capable of handling the new teachers, and of accomplishing its mission effectively.

81. "L'enseignement supérieur face aux exigences du développement" (Higher education in the face of the requirements of development). L'Action, February 21, 1976, p. 3.

The bill adopted by the Council of Ministers confirms, in spirit and in letter, the orientation the country has followed of giving every citizen a chance and of putting at the disposal of all students the means of advancing to higher education.

The law specifies clearly that higher education is free. The advantages granted the students in Tunisia, in the form of grants and of social advantages, are considerable. They put Tunisia in the rank of the countries granting the greatest interest to the promotion of instruction and education.

82. "Pour une arabisation progressive de la médecine" (For a progressive Arabization of medicine). La Presse, February 24, 1976, p. 3.

Before a large audience composed of students and guests, Professor Sleim Ammar gave, in the amphitheatre of the Faculty of Medicine, the first psychoanalysis lecture to be given in Arabic; the subject of the lecture was chronic deliria.

The students have received this initiative optimistically; they seem to be hopeful for the future of medical education in the Arabic language.

The article proceeds to summarize the content of the lecture.

Special education

83. "Stage régional de spécialisation dans le domaine de la presse" (Regional training program for specialization in journalism). L'Action, January 1, 1976, p. 10.

The activities of school youth in 1976 began with a regional training program of specialization in the field of journalism and education, under the aegis of the regional bureau of school youth of the governorate of Tunis.

This program will permit students chosen from among the members of the committees of sections of the school youth in the schools to acquire a certain specialized information in fields such as social service, theater, press, broadcasting and news organization in all its forms.

84. "La volonté." La Presse, February 11, 1976, p. 2.

"La Volonté" is the sole governmental center for rehabilitation, dependent upon the Ministry of Social Affairs, and serving moderately retarded children. It was created in 1968, and its personnel is borrowed from the other ministries or from governmental organisms. Its budget is directly attached to that of its parent ministry.

After a three-year period of instruction, the children of the school are given a "provisional" diploma. This is the diploma of the end of vocational training. For six months they then follow a training program in a firm, after which they are granted their final diploma.

Teacher training

85. "Ministère de l'éducation nationale. Concours" (The Ministry of Education. Competition). Journal Officiel de la République Tunisienne, March 2, 1976, p. 344.

This is the text of a decree from the Ministry of Education instituting and defining the regulations of the competition for the recruiting of conference leaders in law and political sciences, and in economic and management sciences.

86. "Les surveillants" (School supervisors). La Presse, March 13, 1976, p. 2.

The most important role of the school supervisor, says the article, remains that of education. Contrary to what is commonly thought, the supervisor's mission is not simply maintaining discipline in the lycees and secondary schools. Often, when they are on duty, the supervisors are asked by the students to help them with their school work. In addition, in boarding sections the regulations call for the supervisor to keep a close check on the students' work during the study halls.

Teaching methods and aids

87. "Littérature enfantine: L'enfant qui rêve et celui qui imite" (Children's literature: The child who dreams and the one who imitates). La Presse, January 11, 1976, p. 3.

Children's literature in Tunisia and in the Arabic-speaking world, has fallen prey to facility.

Since independence, Tunisia has been producing only disappointing copies of Swedish or Swiss fairy tales, illustrated à la Walt Disney, or pompous and vulgar attempts to "Tunisify" children's themes without reference to the child, to his personality, to his problems, to his subconscious.

88. "Séminaire au Ceres sur l'étude des textes littéraires" (Seminar at the CERES on the study of literary texts). La Press, February 6; 1976, p. 10.

The last part of this seminar, devoted to approaches to literary texts, reveals that the best approach is that which, avoiding all dogmatism, brings a text written by man closer to all men. For the word, it should be emphasized, is a living thing, as Victor Hugo said, and from words is built, like a cathedral or a mosk, a literary text worthy of the name. Appropriate in this connection is a quotation from Hassen Sadok Lassouad: "(The text) exists only for me, the reader. It is I who give it life, it is I who influence it and am influenced by it."

89. "Garmadi, Salah. "Pour une nouvelle lecture de notre patrimoine" (For a new reading of our national heritage). La Presse, February 6, 1976, p. 10.

The linguist, says the author, cannot but rejoice at the efforts made by the literary and esthetic studies section of the CERES with a view to applying to the study of the literary texts of the ancient and modern Arabic heritage, the analytical techniques inspired by certain principles of structural linguistics.

Reading the Arabic authors in this modern light undoubtedly constitutes a renewal and an enrichment of the vision of Arabic matters.

Agricultural education

90. "Organisation de l'enseignement agricole" (Organization of agricultural education). Journal Officiel de la République Tunisienne, January 13, 1976, p. 74.

This is the text of decree no. 76-38 modifying decree no. 73-36 of 1973, bearing on the organization of education in agricultural education establishments.

It specifies the durations and scope of the courses at the National Agronomical Institute of Tunis.

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